

Implementing No Child Left Behind:

2005 High Priority Schools Institute and Title Conference

Improving Achievement and Closing Gap

Making Sense of Adequate Yearly Progress (AYP)

Great Falls, MT
Paul Ruiz, PhD: Principal Partner
The Education Trust, SW
February, 2005
pruiz@edtrust.org



Concept Behind AYP:

- Establish clear goals for student learning.
- Measure whether students are reaching them.
- Hold educators accountable for raising student achievement.
- Commit to making improvements in schools that aren't raising student achievement.



AYP is a signaling device

- It indicates whether schools, districts, and states are on-target with all groups of students.
- If not, AYP identifies which schools and groups of students need the most help.



Steps are taken to help
students in schools that do
not make AYP.

(i.e., the hard work is just beginning)



AYP is *NOT* a reform strategy

Anyone who asserts that AYP alone
will raise achievement or close gaps
is over-selling NCLB

but . . .

Anyone who's ready to say *today* that we
can't meet these goals is under-
estimating our kids and our schools.



Why do we need AYP?



Prior to NCLB, states were not
serious enough about
accountability.

Most states only held schools
accountable for overall
performance.

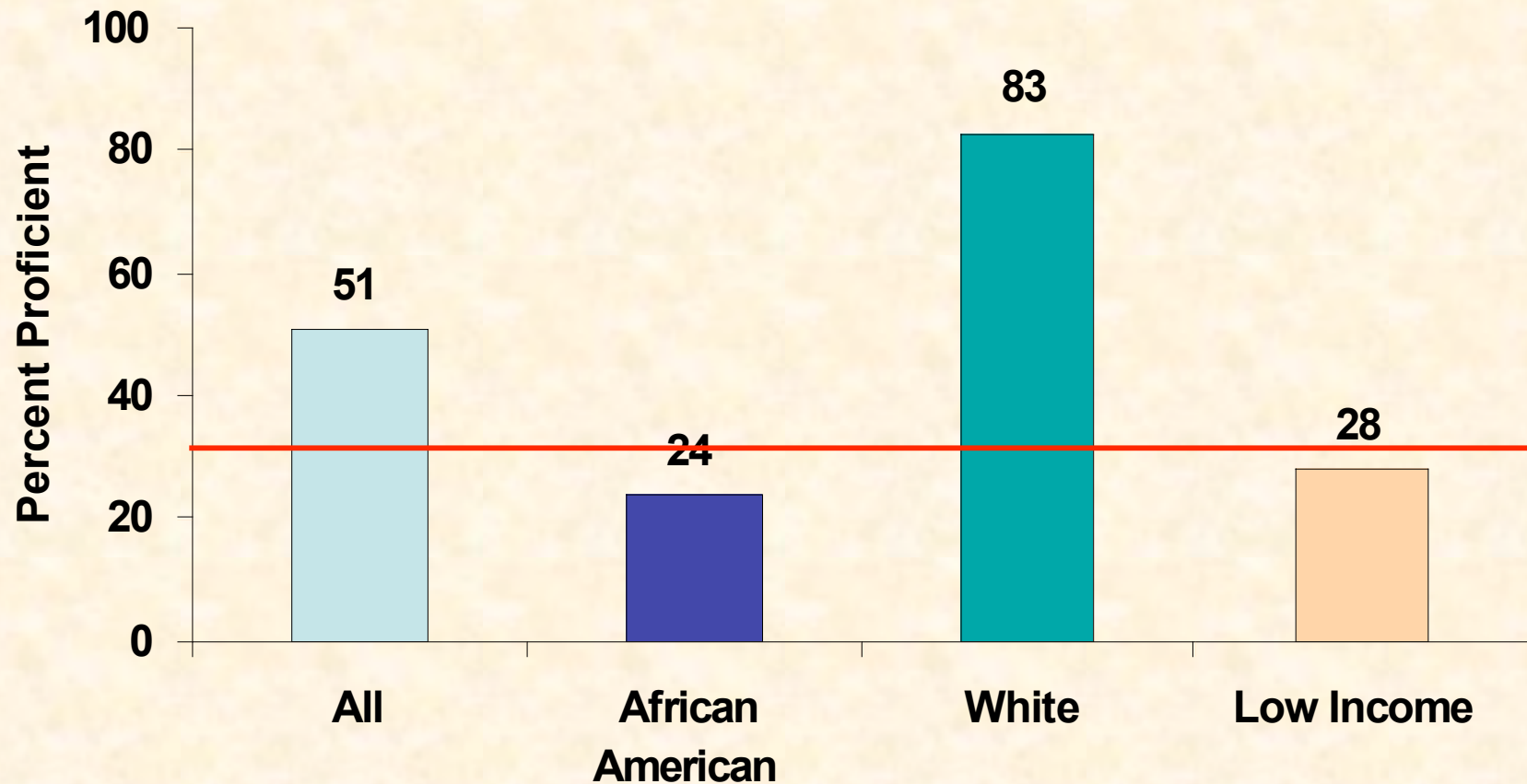


Howard Bishop Middle School Gainesville, Florida

- 55% African American
- 58% Low Income
- An “A” school under the Florida accountability system
- Did not make AYP for 2003-04



Achievement Gaps at Howard Bishop 2004 Reading Composite



AYP Target= 31%



B.C. Charles Elementary Newport News, Virginia

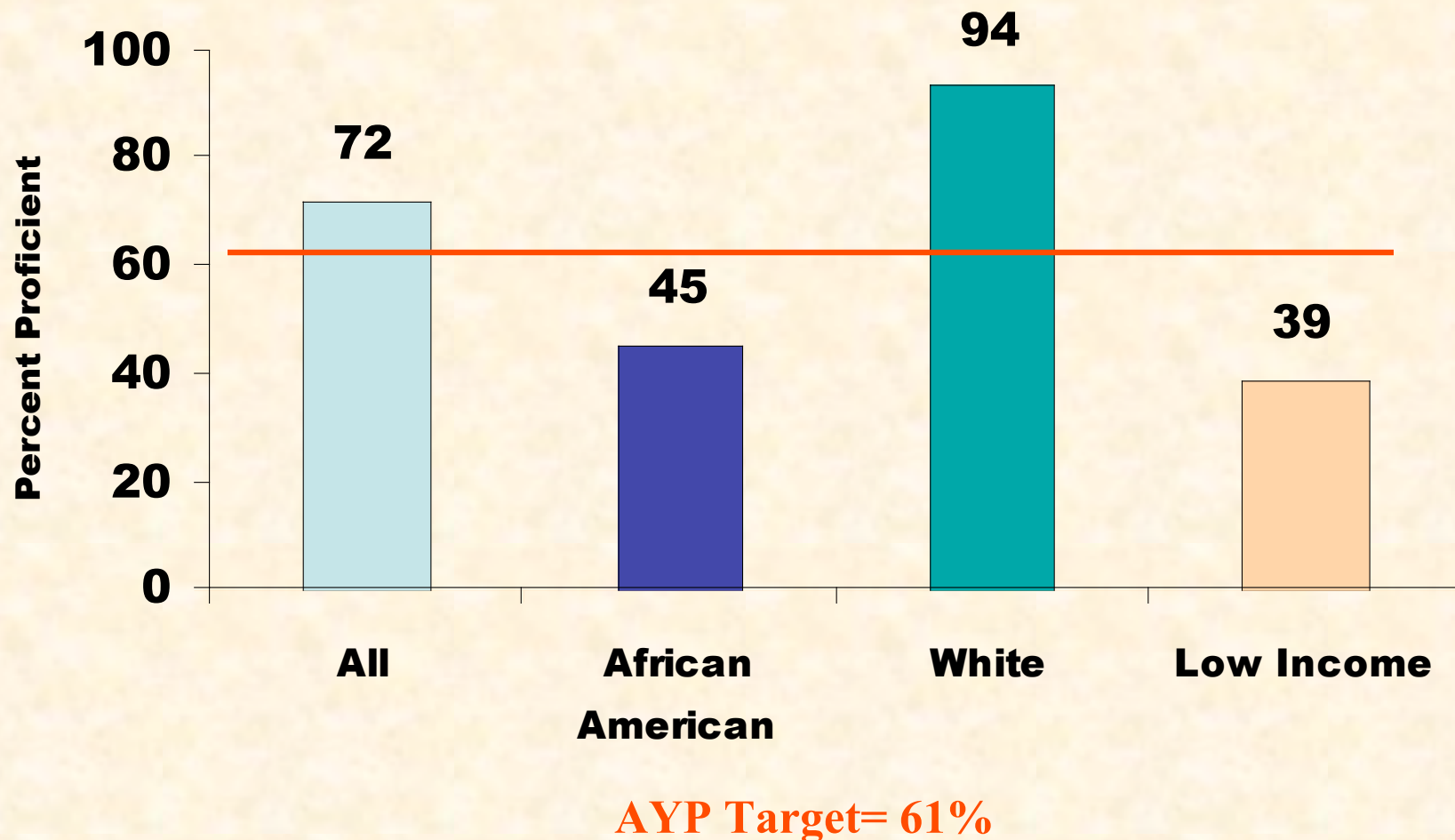
- 39% African American
- 35% Low Income
- Fully Accredited under the Virginia accountability system
- Did not make AYP for 2002-03

Source: Virginia Department of Education, <http://www.pen.k12.va.us>

School Information Partnership, <http://www.schoolresults.org>



Achievement Gaps at B.C. Charles 2003 Reading/Language Arts Composite



. . . And states' growth targets
allowed achievement gaps to
get bigger.

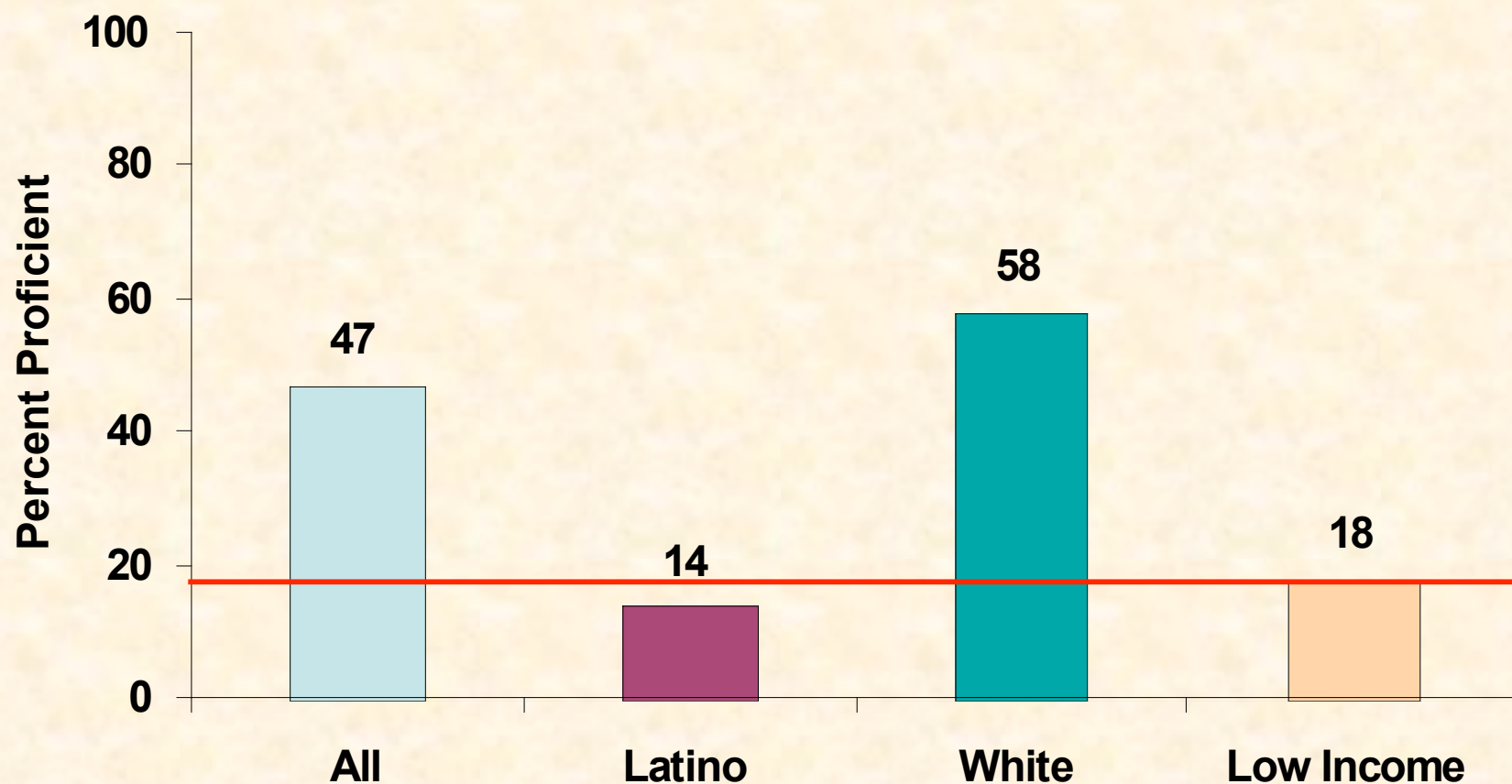


Farallone View Elementary Cabrillo Unified, California

- 25% Latino
- 22% Low Income
- A successful school under the California accountability system (API)
- Did not make AYP for 2002-03



Achievement Gaps at Farallone View 2003 Math Composite

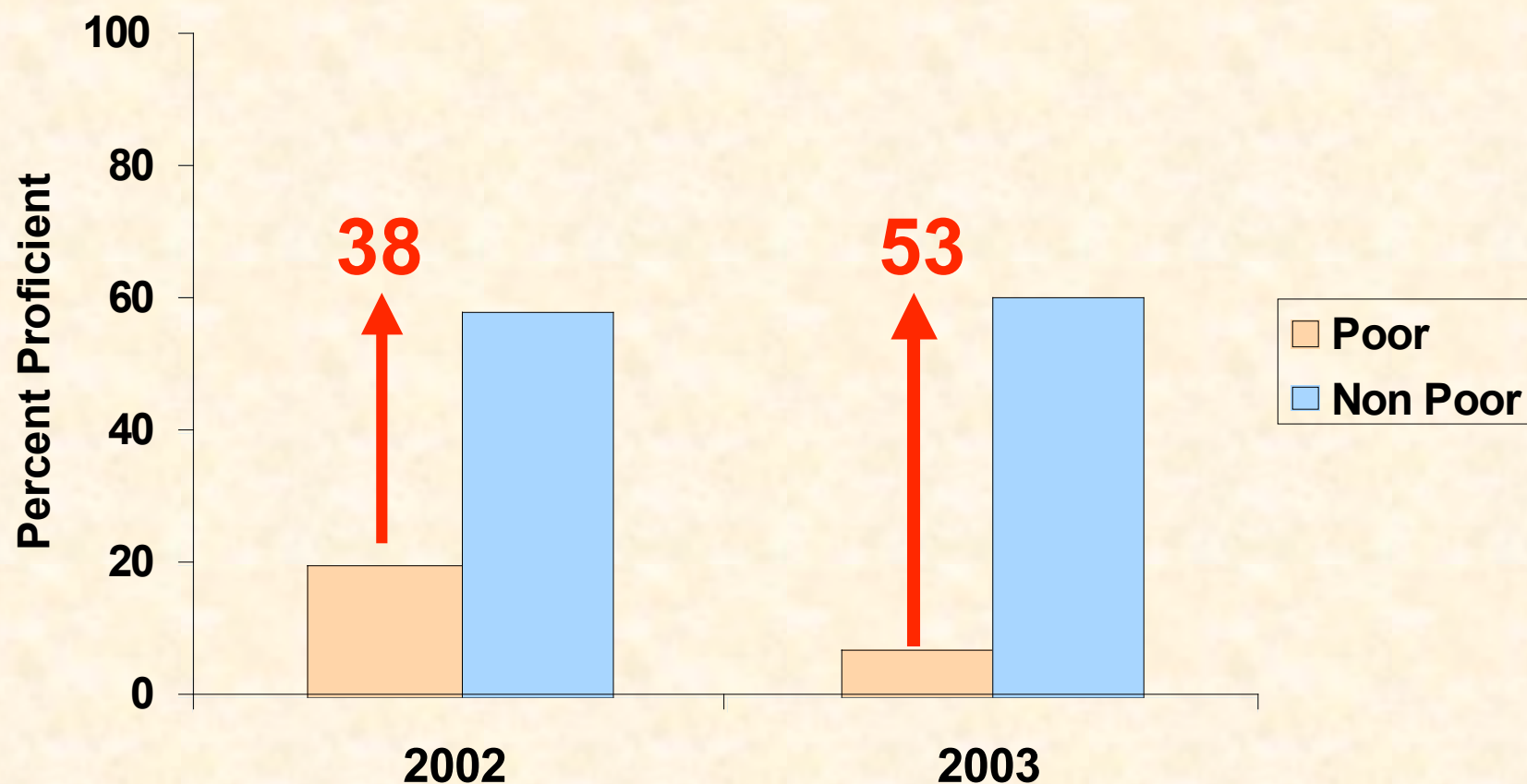


AYP Target= 16%



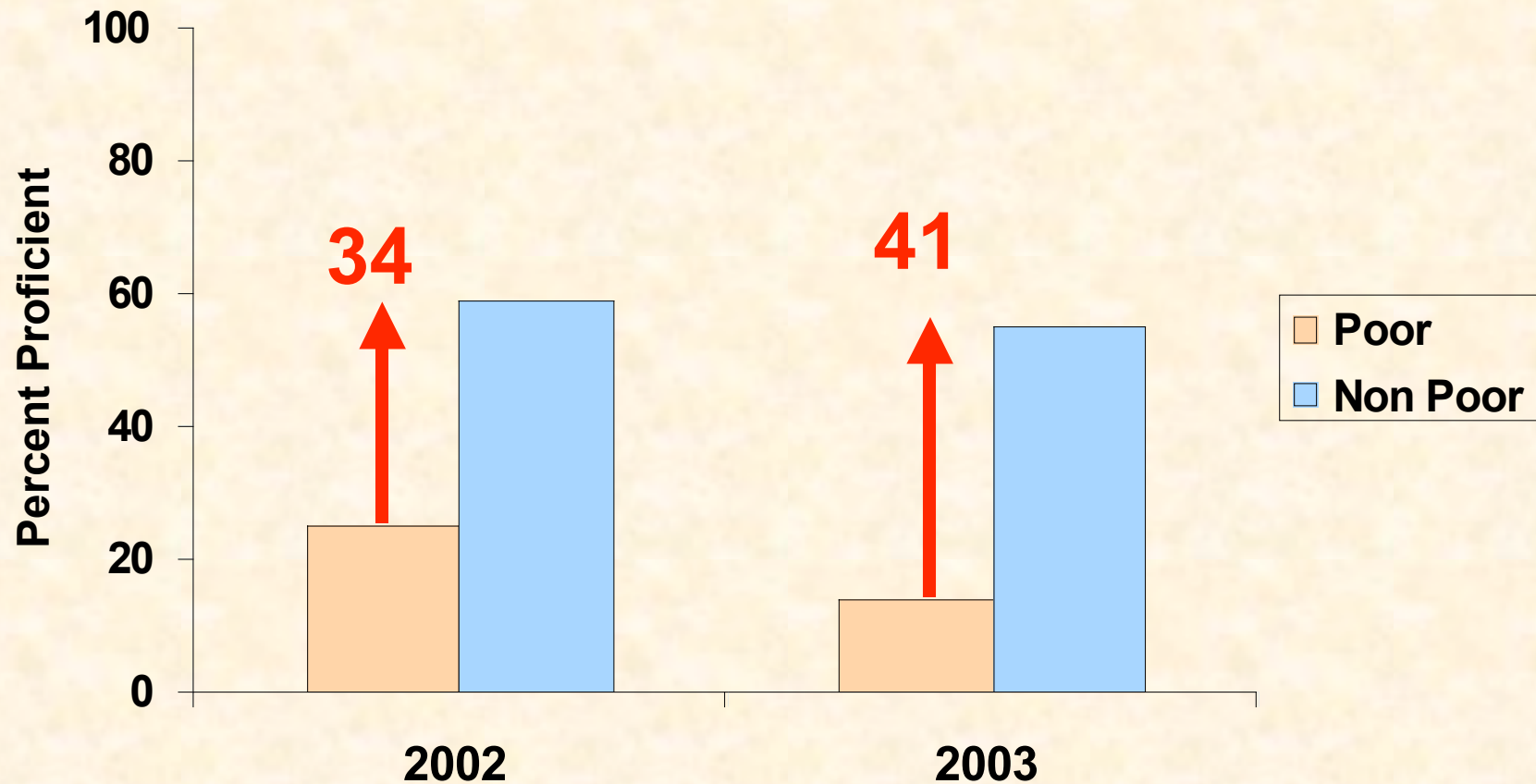
Gaps *Grew* From 2002 to 2003

Grade 4 English Language Arts



Gaps *Grew* From 2002 to 2003

Grade 4 Math

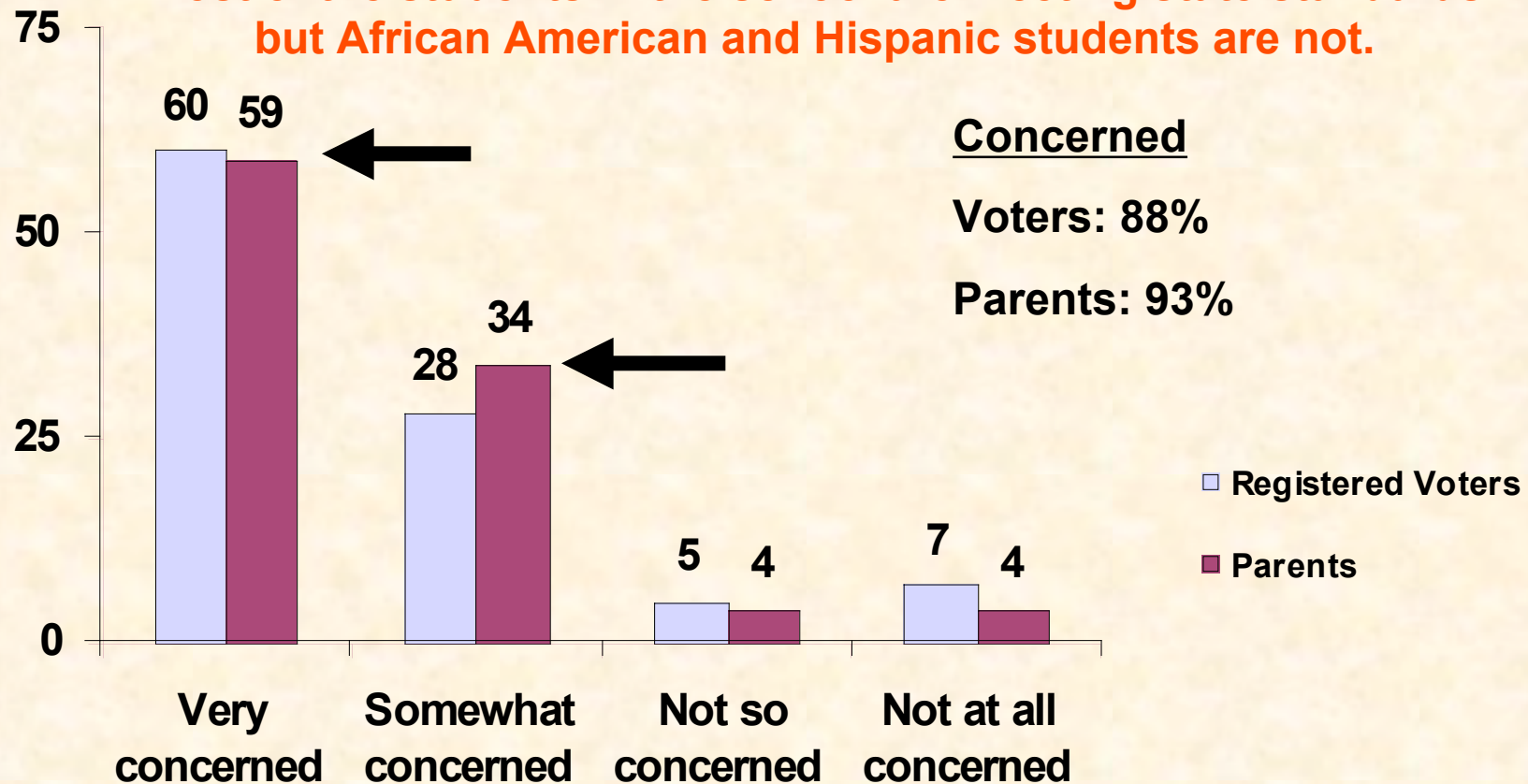


Under AYP, a school is not
successful unless it is
successfully teaching all
groups of students.



The public supports this definition of success

How concerned would you be about (the schools in your area/your child's school) under the following circumstances?
Most of the students in the school are meeting state standards but African American and Hispanic students are not.

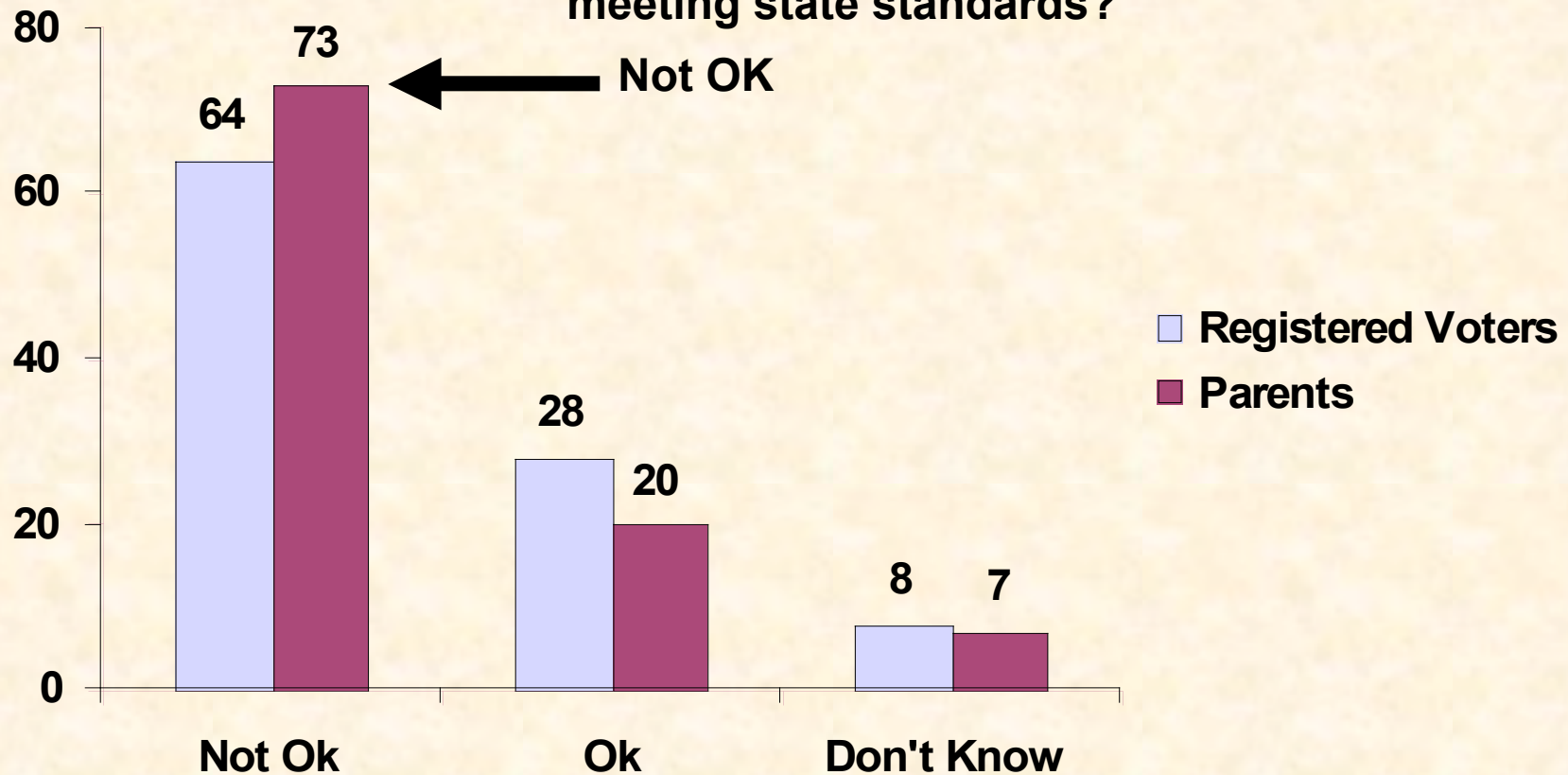


Source: Business Roundtable Survey conducted by SDS (June 2003).



The public supports this definition of success

Is it “OK” or “Not OK” to consider a school to be making adequate progress if only **special education students** are not meeting state standards?

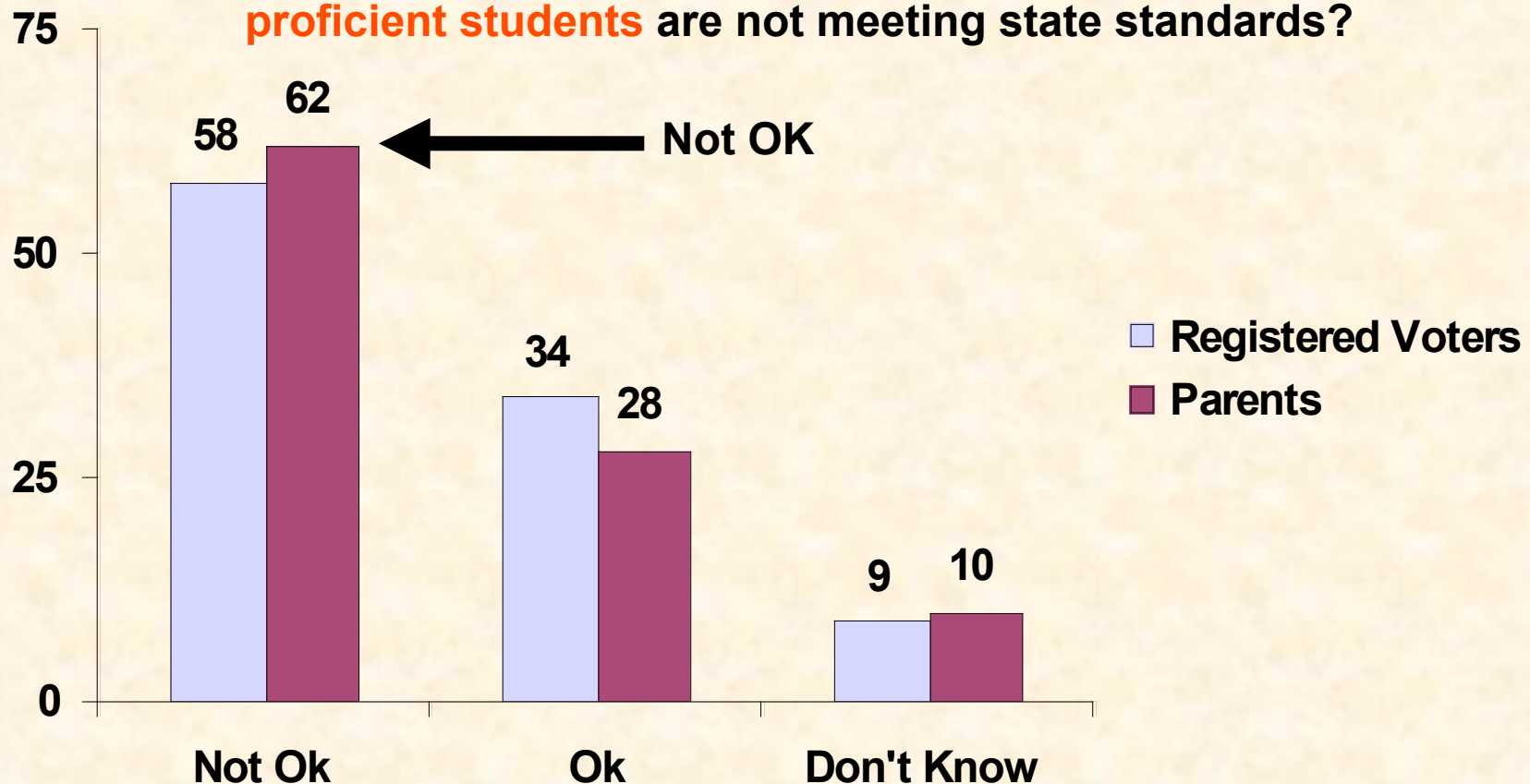


Source: Business Roundtable Survey conducted by SDS (June 2003).



The public supports this definition of success

Is it “OK” or “Not OK” to consider a school to be making adequate progress if only **limited English proficient students** are not meeting state standards?



Source: Business Roundtable Survey conducted by SDS (June 2003).

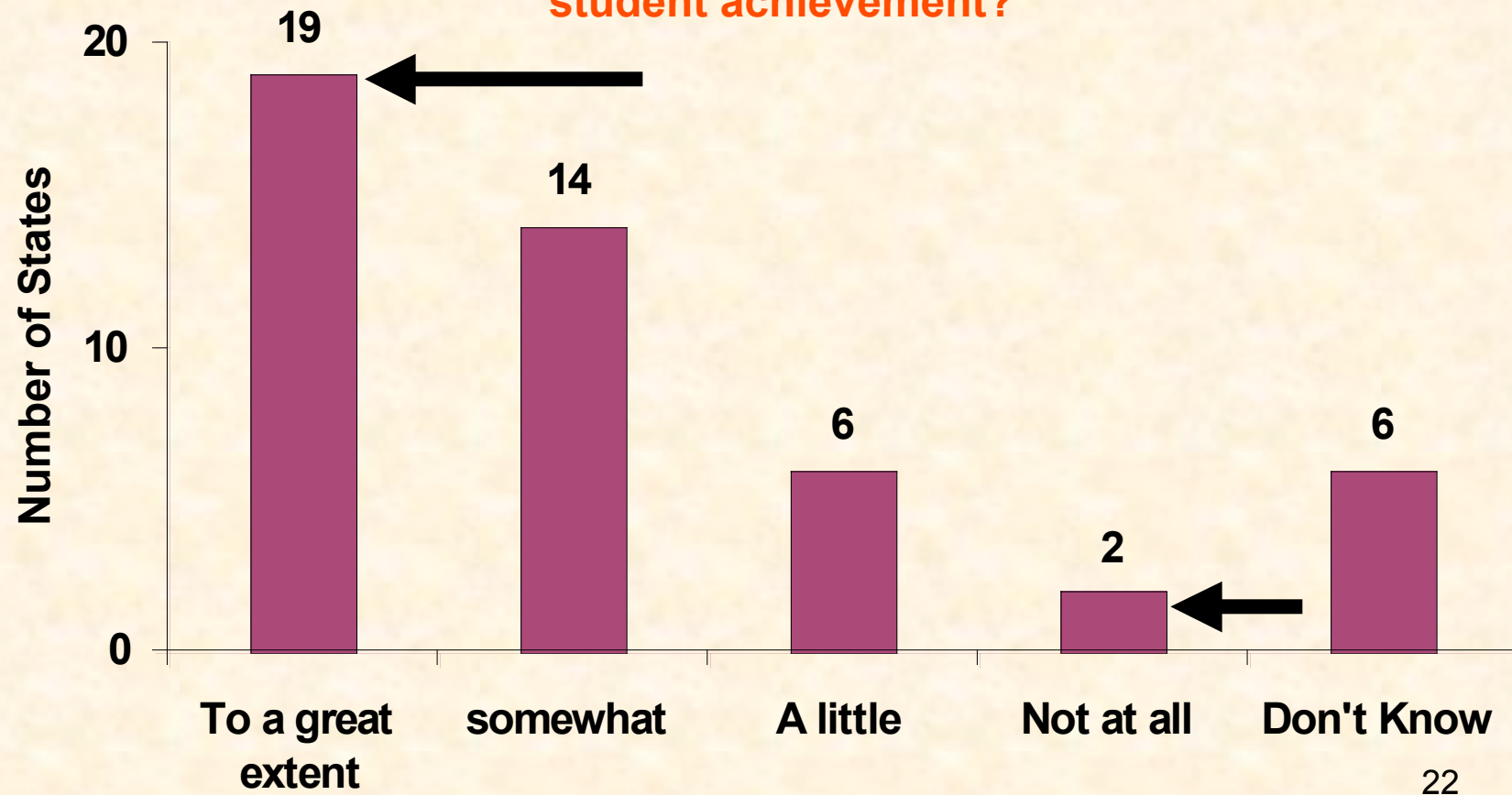


More than 100 African American and Latino superintendents, the Council of the Great City Schools, and other education leaders have spoken up in support of NCLB's accountability provisions.



33 of 47 Chief State School Officers believe that NCLB will improve student learning

To what extent do you believe that, over time, the NCLB accountability requirements will result in increased student achievement?



Source: Center on Education Policy, January 2004



Across the country, schools
are rising to the challenge of
educating *all* students to high
standards.



Centennial Place Elementary School

Atlanta Public Schools

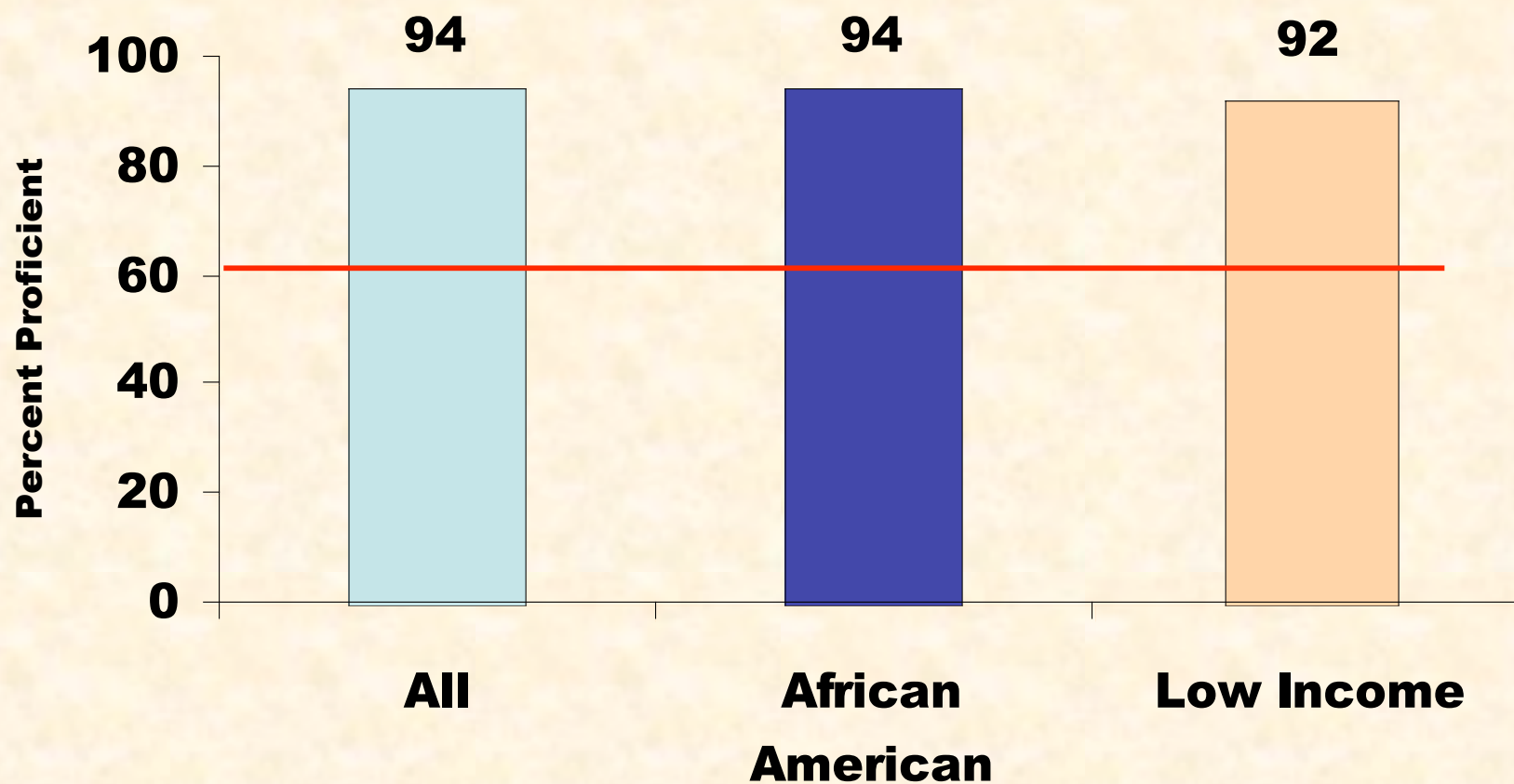
- 91% African American
- 79% Low Income
- In 2002, performed in the top 7% of Georgia schools in 4th grade reading
- In 2002, performed in the top 12% of Georgia schools in 4th grade math
- Made AYP for 2003-04

Source: Georgia Department of Education, <http://www.doe.k12.ga.us>

Dispelling the Myth Online, <http://www.edtrust.org>



High Achievement at Centennial Place 2004 Reading Composite



AYP Target= 60%



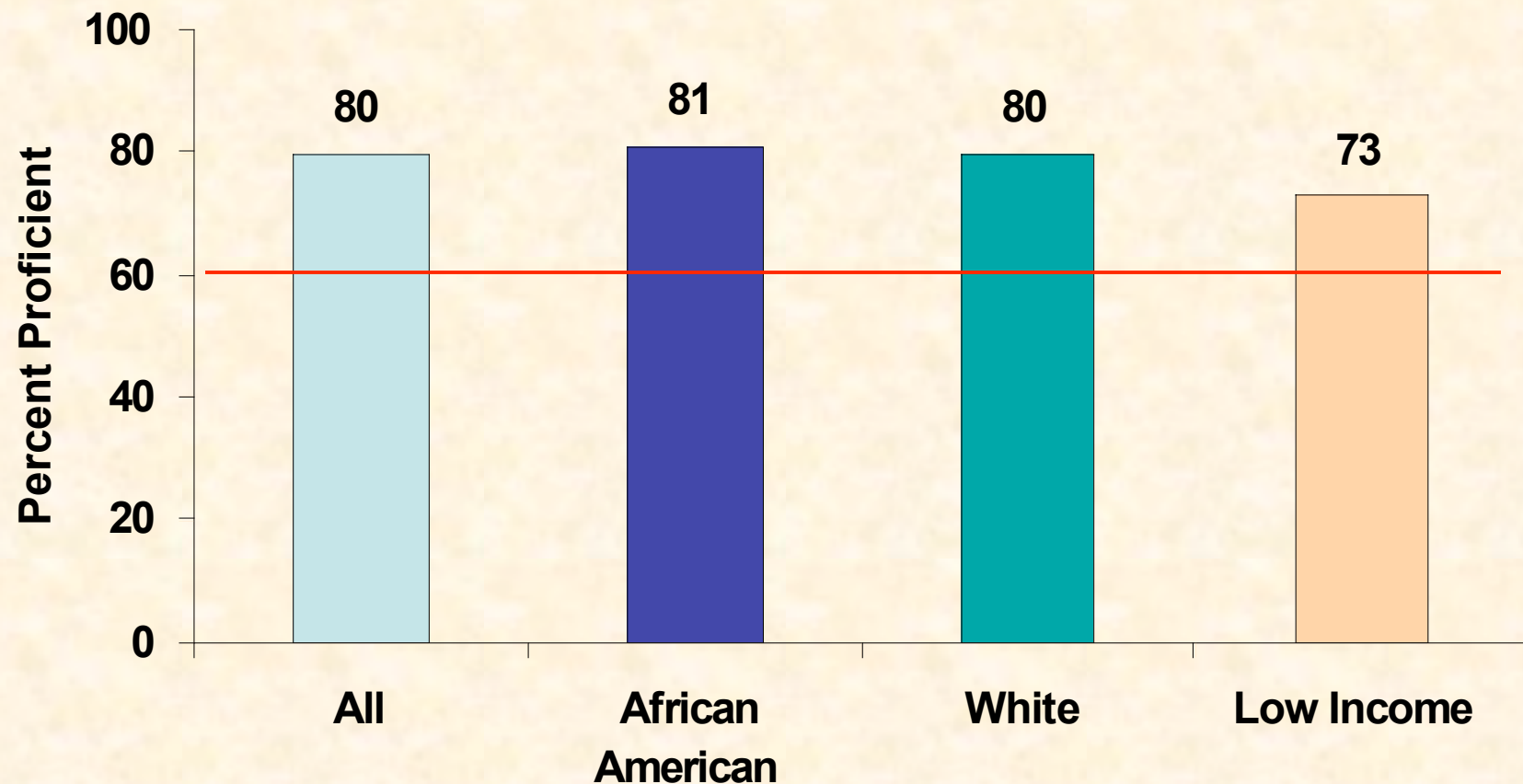
T. Ryland Sanford Elementary Newport News, Virginia

- 54% African American
- 55% Low Income
- In 2002, performed in the top 20% of Virginia schools in grade 5 math
- Fully Accredited under the Virginia accountability system
- Made AYP for 2002-03



Closing Gaps at Sanford

2003 Reading/Language Arts Composite



AYP Target= 61%



Devon Aire Elementary

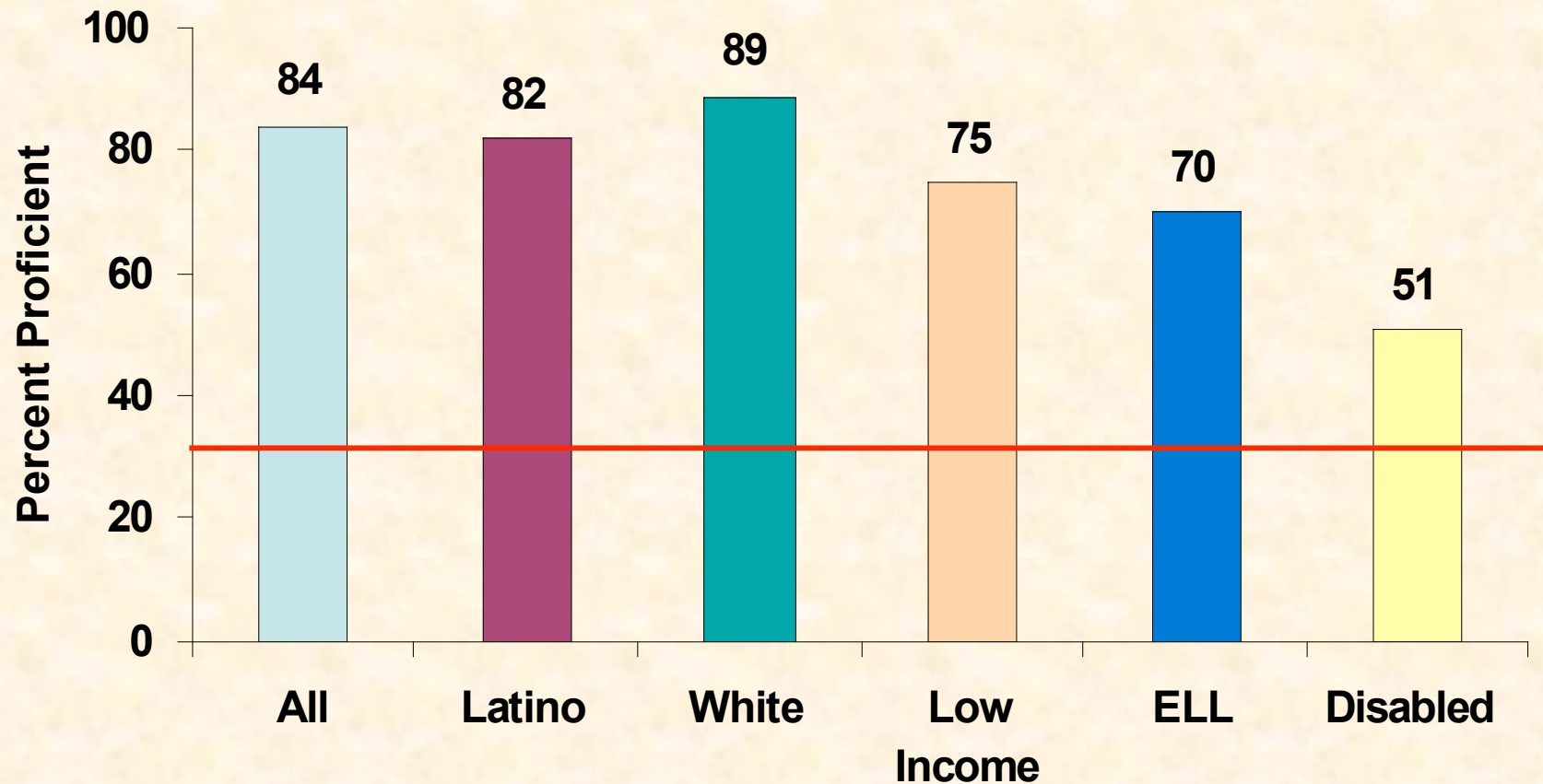
Miami, Florida

- 61% Latino
- 27% Low Income
- 15% English Language Learners
- 9% Students with Disabilities
- In 2002, performed in the top 5% of Florida schools in 5th grade reading and math
- An “A” school under the Florida accountability system
- Made AYP for 2003-04

Source: School Information Partnership, <http://www.schoolresults.org>
Florida Department of Education, <http://www.fldoe.org>
Dispelling the Myth, <http://www.edtrust.org>



High Achievement at Devon Aire 2004 Reading Composite



AYP Target= 31%

Source: Florida Department of Education, <http://www.fldoe.org>



Safe Harbor recognizes schools
that are making significant
improvement, even if they
haven't met state-established
AYP goals.

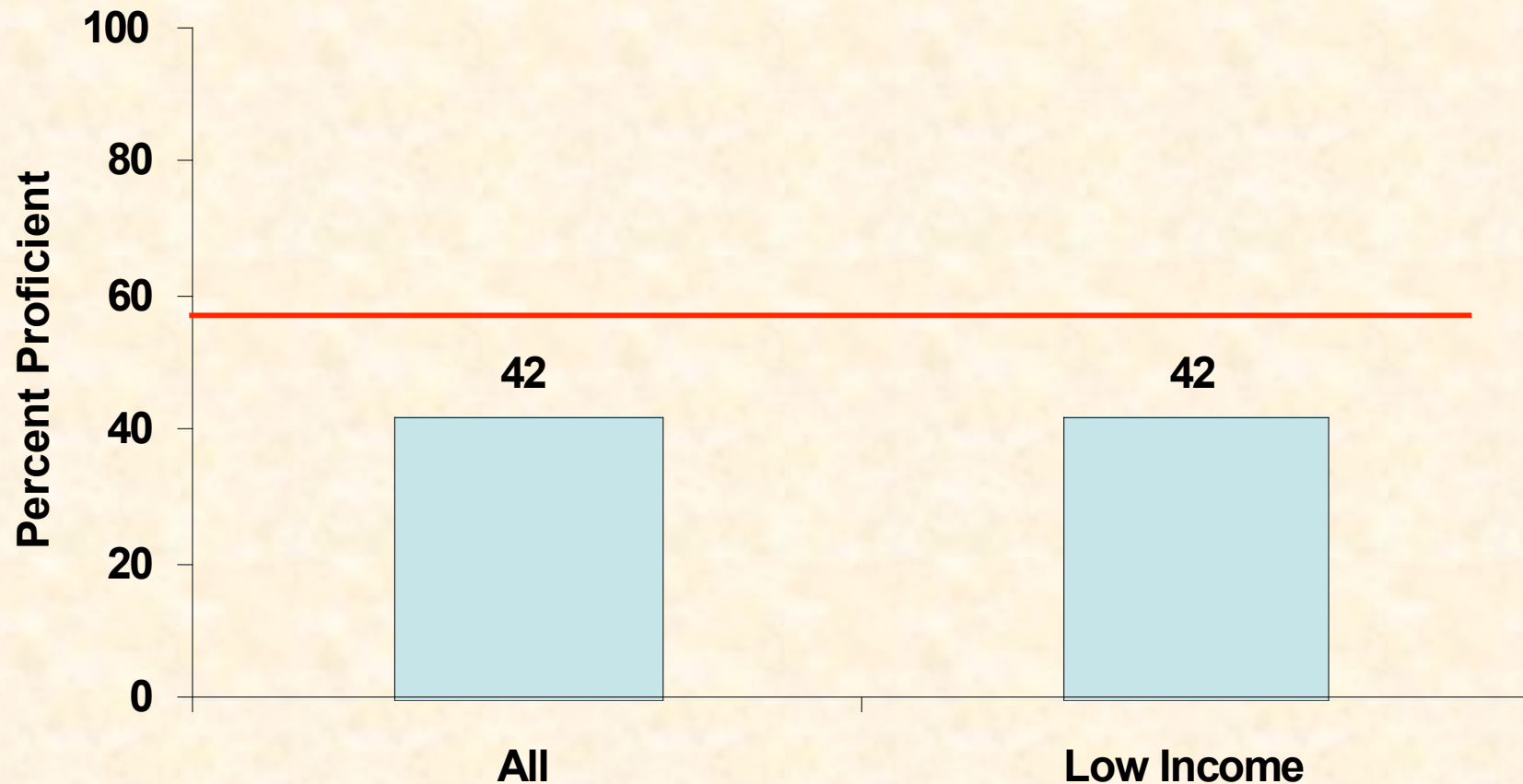


Leschi Elementary Seattle, Washington

- 79% African American
- 72% Low Income
- Made AYP for 2002-03



Achievement at Leschi 2003 Reading Composite

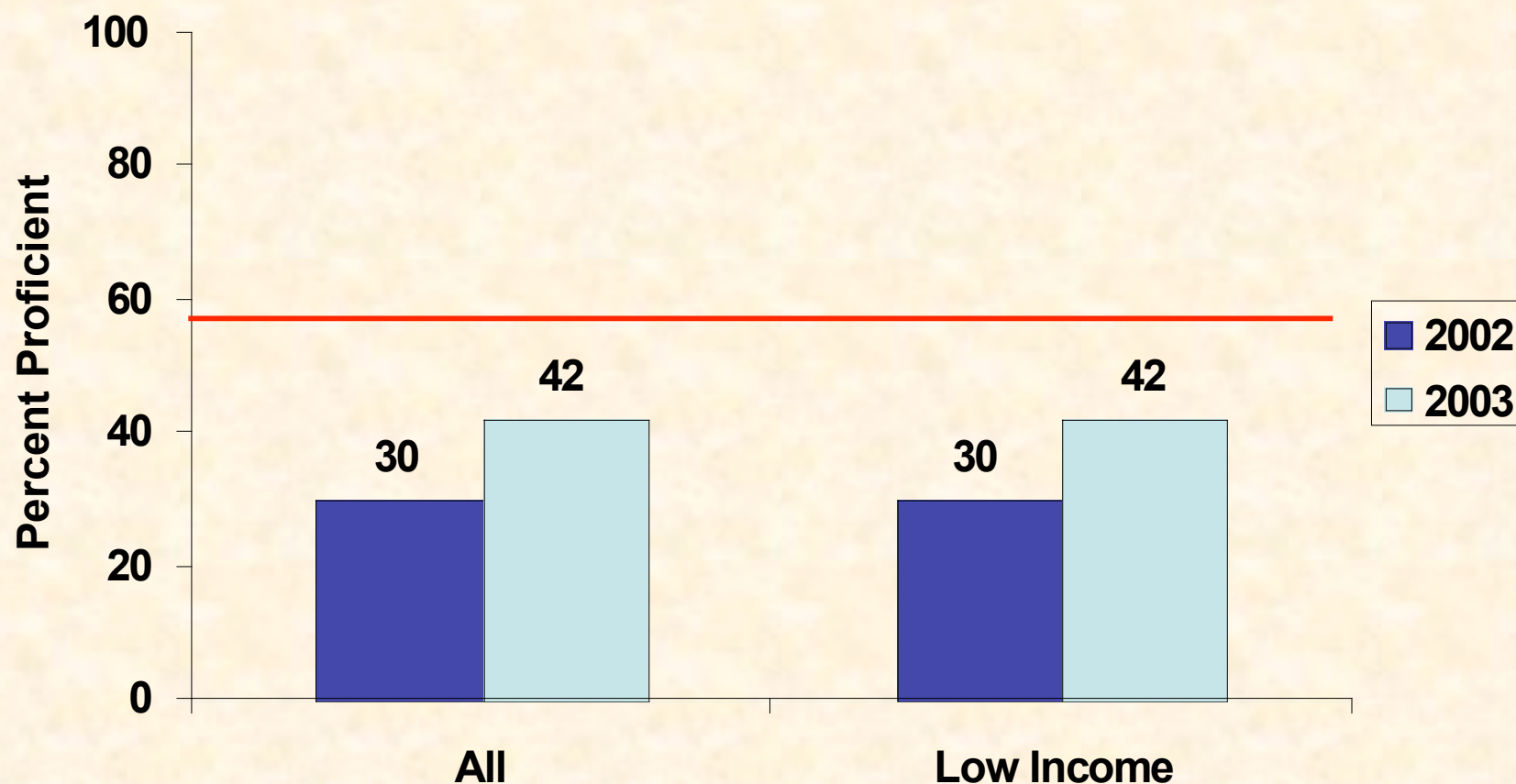


AYP Target= 56.2%

Source: Washington Superintendent of Public Instruction,
<http://ospi.k12.wa.us>



All Students and Low Income Students Made Safe Harbor in Reading



2003 AYP Target= 56.2%



All Students and Low Income Students Made Safe Harbor in Reading

- 70% below proficient in 2002
- 58% below proficient in 2003
- 17% reduction in the percent of students below proficient from 2002 to 2003



**AYP is having positive effects
on schools and systems**



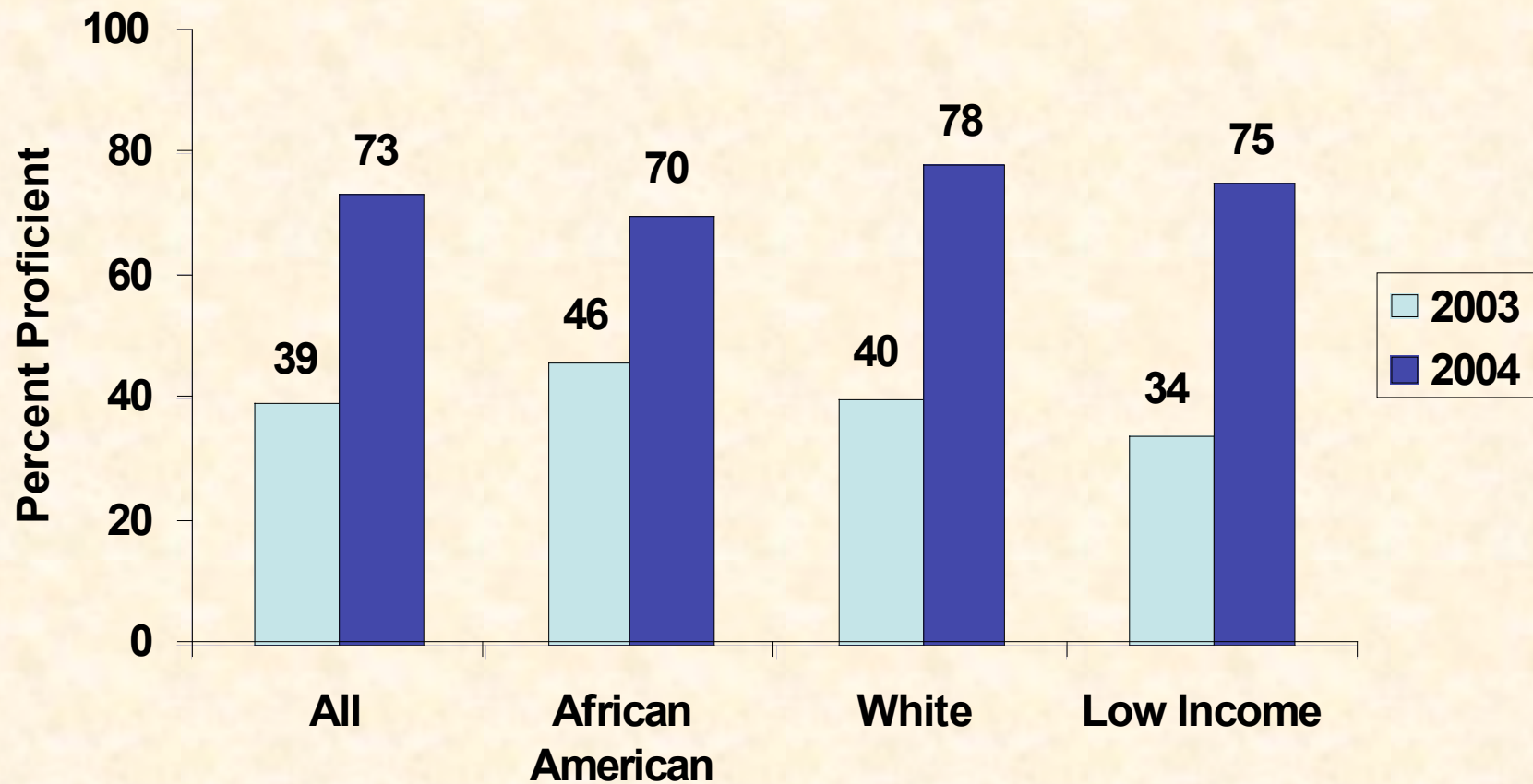
Charles Carroll Barrister Elementary Baltimore, Maryland

- 55% African American
- 93% Low Income
- Expected to exit In Need of Improvement Status in 2004-05



Raising Achievement for All at Barrister

2003 and 2004 Reading Composite



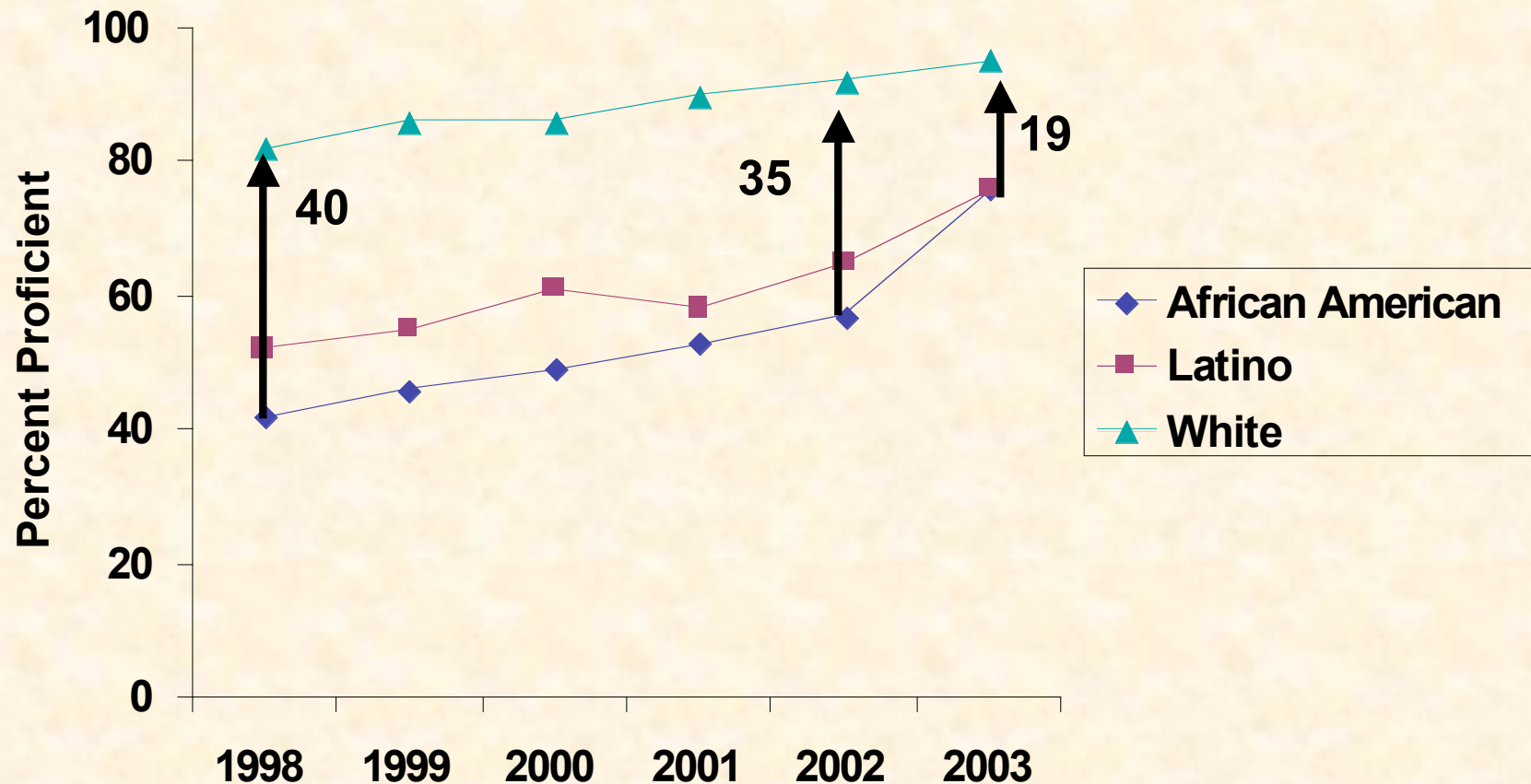
Source: Maryland Department of Education, <http://www.mdreportcard.org>



Charlotte-Mecklenburg, North Carolina

Raising Achievement, Closing Gaps

Grade 3 Math



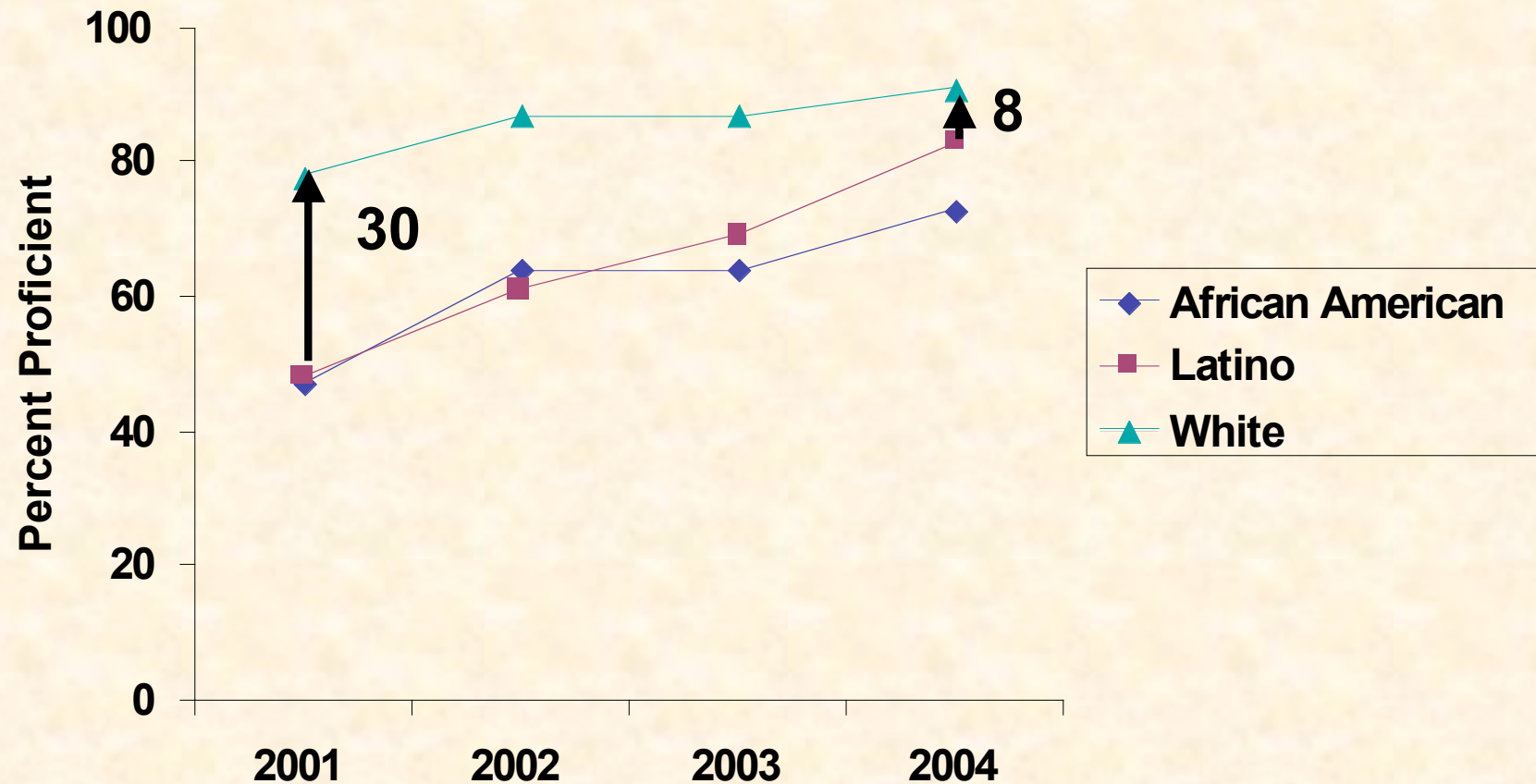
Source: North Carolina Department of Public Instruction, <http://www.ncpublicschools.org>



Delaware

Raising Achievement, Closing Gaps

Grade 5 Reading



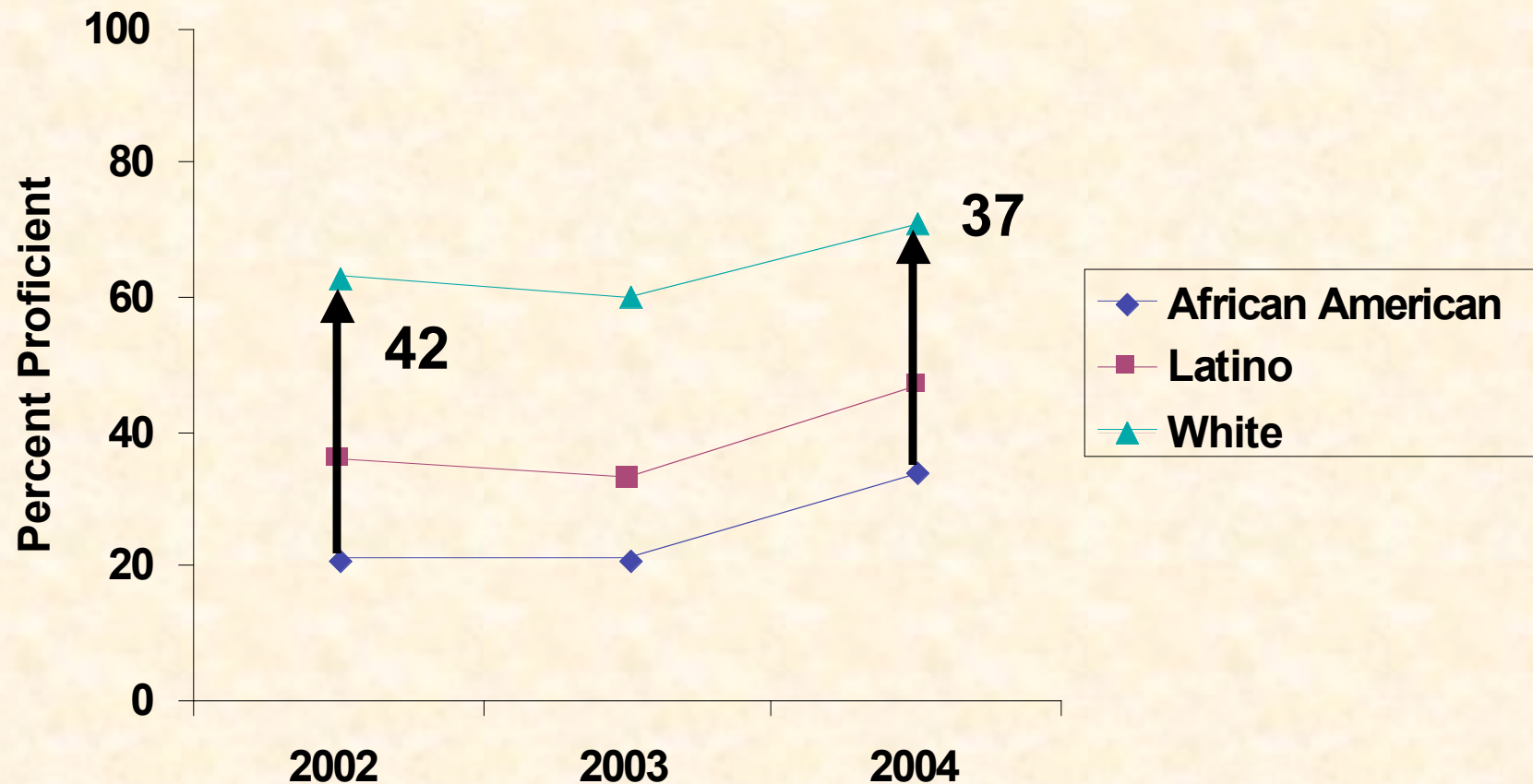
Source: Delaware Department of Education, <http://www.doe.state.de.us>



Michigan

Raising Achievement, Closing Gaps

Grade 8 Math



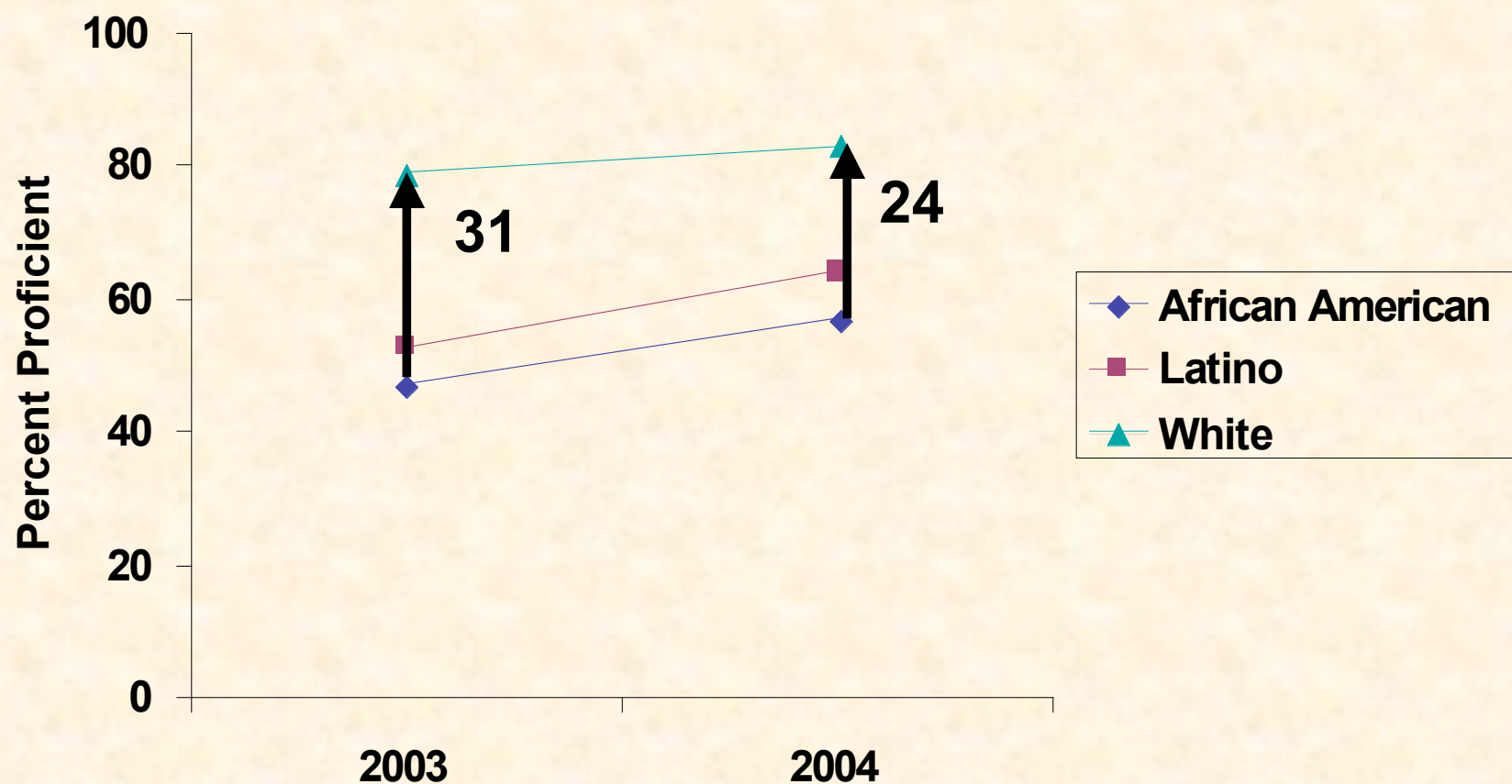
Source: Michigan Department of Education, <http://www.michigan.gov/mde>



Maryland

Raising Achievement, Closing Gaps

Grade 3 Reading



Pennsylvania

Raising Achievement, Closing Gaps

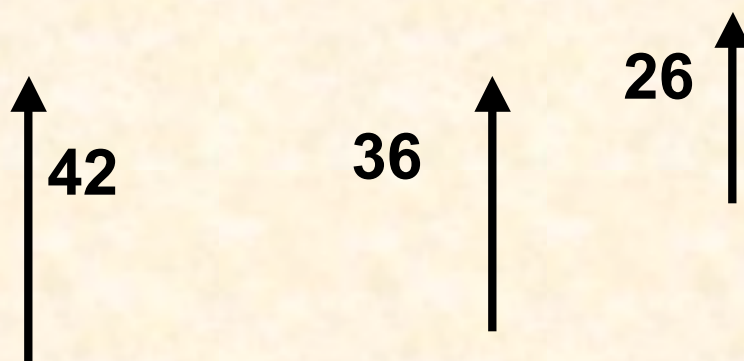
Grade 8 Reading



New York

Raising Achievement, Closing Gaps

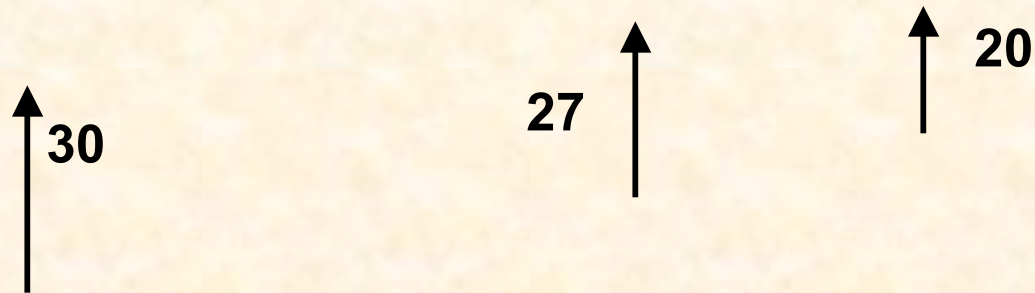
Elementary Level Math



Arizona

Raising Achievement, Closing Gaps

AIMS Grade 3 Math



Source: Arizona Department of Education, <http://www.ade.state.az.us>



Mississippi

Raising Achievement, Closing Gaps

Grade 3 Math

↑ 21

↑ 12



Despite their concerns, superintendents and principals admit that NCLB has brought about positive change in their schools.

83% of superintendents and 75% of principals report they are “more focused on curriculum, teaching, mentoring and professional development than ever before.”

SOURCE: *Rolling Up Their Sleeves*, Public Agenda Survey in Alliance for Excellent Education Newsletter, January 2004.



And, teachers are more satisfied with teaching than they've been in the last 19 years

“This is the highest rating recorded since Harris polls began asking about teacher satisfaction in 1984.”



**"Instruction is now really focused.
... Standards have really helped
us focus on what and how we are
going to teach."**

Lynette Slazman, Elementary School
Principal, *The Rocky Mountain
Collegian*, 3/10/04



**"Much to our surprise,
attitudes really had changed
considerably since NCLB.
There are high expectations
and we did not have to twist
any arms."**

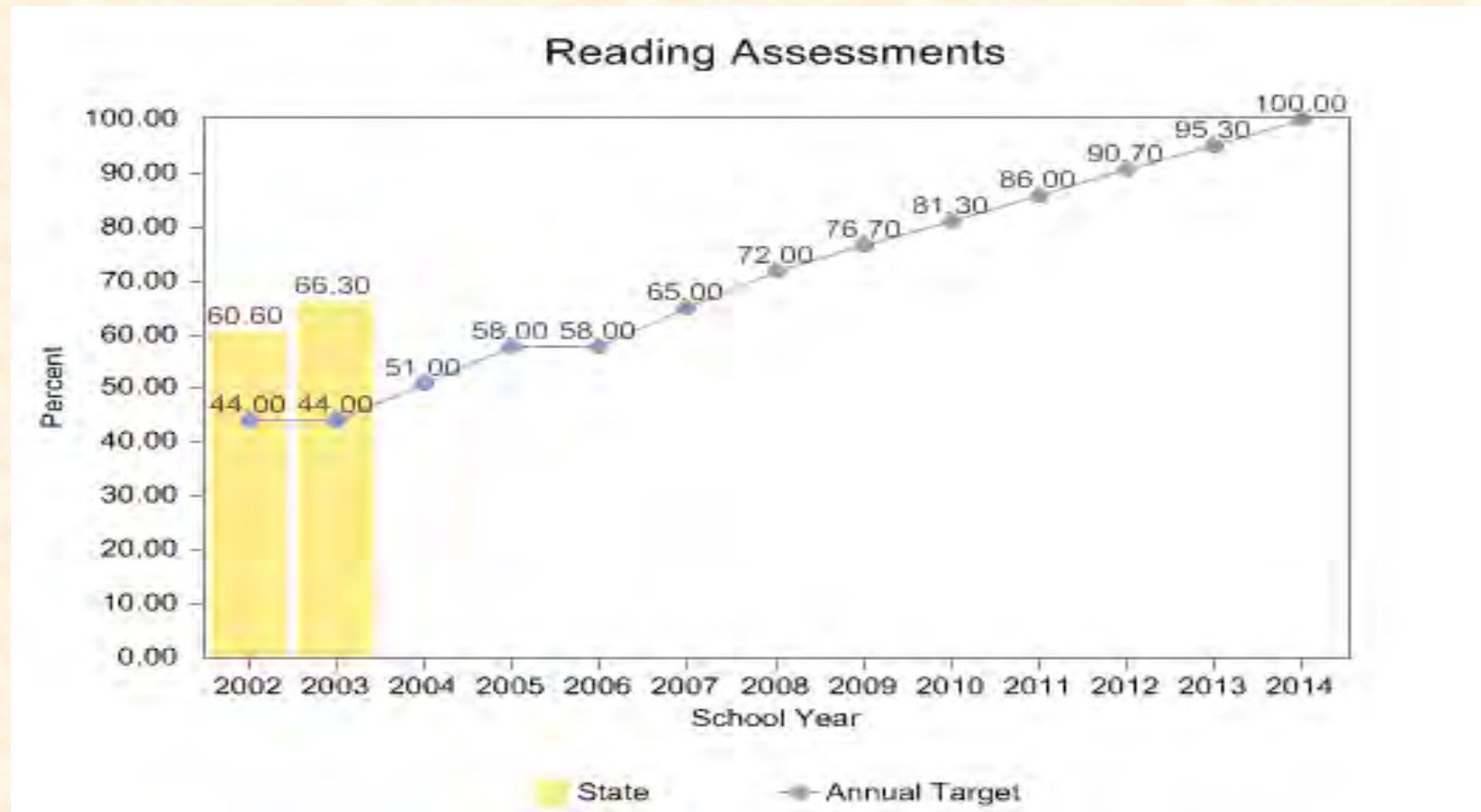
Ricki Sabia, parent, special education expert and advocate re: finding it much easier to get her fifth grader at Cloverly Elementary School in Silver Spring into mainstream classes despite his learning disabilities, Reporter Jay Matthews, *Washington Post*, 3/9/04



AYP is also improving the
quality and availability of
public information.



Kansas online state report card



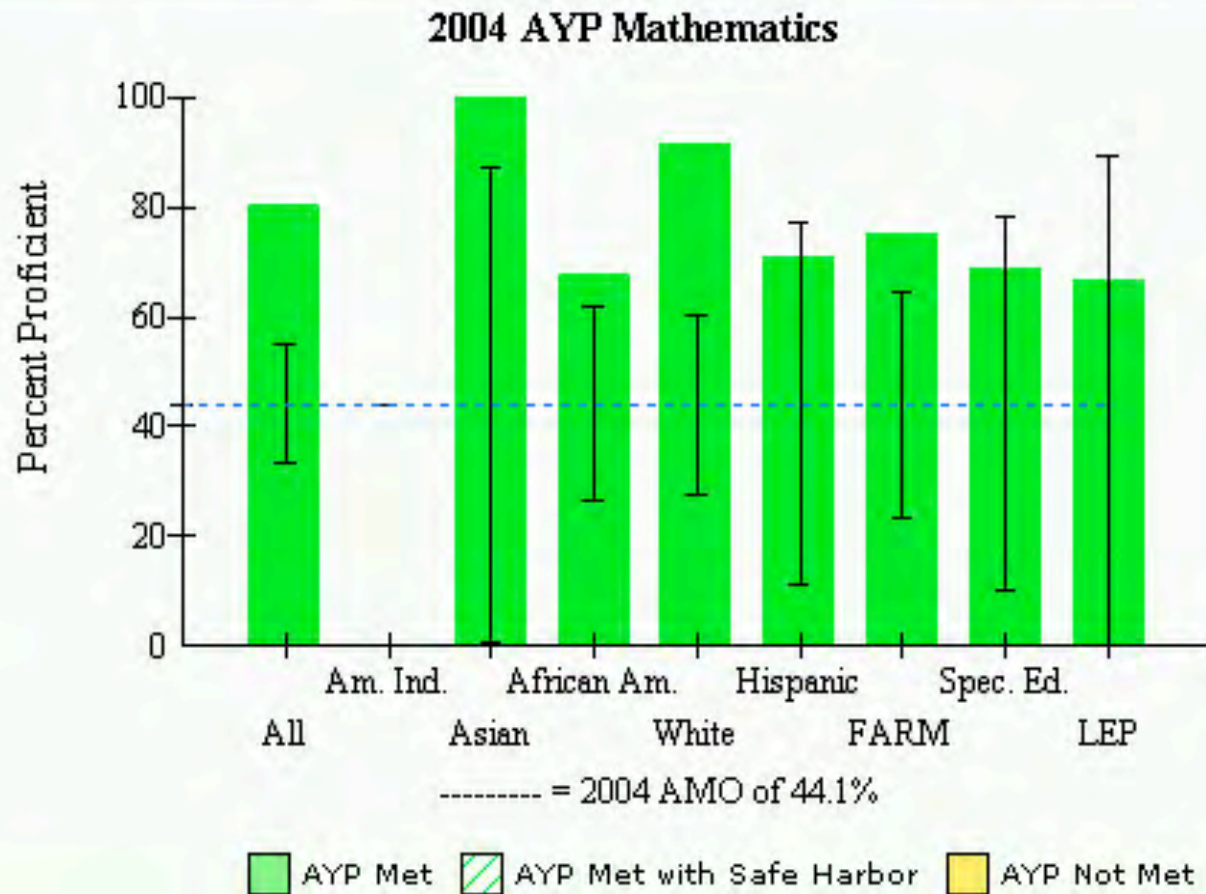
Source: Kansas State Department of Education, <http://www.ksbe.state.ks.us>



Maryland online school report card

AYP Overview • Reading Proficiency • **MATHEMATICS PROFICIENCY** • Reading Participation • Mathematics Participation • Attendance

Howard County (LEA:13) Talbott Springs Elementary (ID:0609)



2004 by The Education Trust, Inc.

32



But all of us need to monitor
this data.



Connecticut

State-reported high school graduation rates vs. graduation rates calculated from the federal Common Core of Data



New regulations have made AYP more sensitive to some of the challenges facing public schools.



New provisions for students with disabilities

- 1% of all students (about 9% of all students with disabilities) at the district and state levels can take alternate assessments based on individual-appropriate standards.
- Districts and states can apply for a waiver to exceed the 1% cap where necessary.
- The 1% cap does not apply at the school level.



New provisions for students with limited English proficiency

- LEP students' achievement scores from their first year in an American school are not counted in AYP determinations.
- The scores of previously LEP students can be counted in the LEP category for an additional two years for AYP purposes.



New provisions for test participation

- Participation rates can be averaged over the past two or three years in AYP calculations.
- Students who do not participate in state assessments because of a medical emergency are not included in participation rate calculations.



AYP provides a framework for
identifying challenges and
targeting improvement efforts.

The right- *and the responsibility* - to
determine *how* to address a school's
particular needs remains with state
and local educators and officials.



The only non-negotiables for schools in need of improvement are choice and supplemental services for low-income students.

Local officials retain tremendous discretion to implement aggressive or mild interventions, depending on facts and professional judgment.



Will AYP work?

In the end, it depends on our beliefs about what's possible for students and schools.



"I have difficulty with the standards because they're so unattainable for so many of our students . . . We just don't have the same kids they have on Long Island or Orchard Park."

–Superintendent, New York
October 21, 2002, The Buffalo News



"They may as well have decreed that pigs can fly . . . I think the State Board of Education is dealing with reality, not myth. Some of these politicians just have their heads in the sand."

-Wayne Johnson, CTA President
Los Angeles Times
August 6, 2002



Think about the messages in what they say...

- To parents...about whose kids matter;
- To students...about how much educators think they can learn; and,
- To teachers...about whether they even have to try.



Other leaders are talking about
the challenge in very different
ways....



"Until the gap is closed, our work is not done."

Des Moines Superintendent Eric Witherspoon, *Des Moines Register*, 4/15/03



"People for the first time are really beginning to see the groups of kids who have been falling behind. The focus on these kids is a big advantage of testing subgroups for adequate yearly progress."

Alyssa Pearson, Title I senior coordinator for the Colorado Department of Education, *The Rocky Mountain Collegian*, 3/10/04



***"At the end of the day,
we are responsible for
every child. Will we do
it? Certainly. Will we
look good early on? I
doubt it."***

–Superintendent, Wake County
June 2, 2002 News and Observer (NC)



**"If you really have a focus on
doing what is in the best
interests of all children, then
AYP goals sort of fall in
place."**

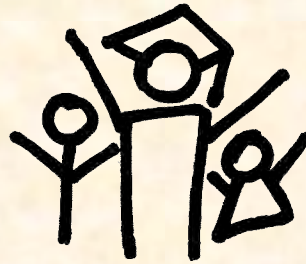
Durham Public Schools Associate
Superintendent Carl Harris
(Reporter: Michael Petrocelli,
The Herald-Sun, 7/15/04)



“This new era is not just a matter of kids having access to school... This new era is about how we're going to make sure all kids learn.”

**Andy Tompkins, Kansas Department of
Education Commissioner, *Topeka Capital
Journal*, 7/8/03**





The Education Trust

www.edtrust.org

pruiz@edtrust.org 210-979-0575

